

U.S. Department
of Transportation

**United States
Coast Guard**



Commandant
United States Coast Guard

2100 Second Street, S.W.
Washington, DC 20593-0001
Staff Symbol: G-PTP
Phone: (202)267-1381

COMDTINST 1500.23
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COMMANDANT INSTRUCTION 1500.23

Subj: U. S. COAST GUARD PHILOSOPHY ON TRAINING, EDUCATION, AND
DEVELOPMENT

1. **PURPOSE:** This Instruction establishes the Coast Guard's philosophy on training, education, and development and sets forth the procedures to actualize that philosophy.
2. **ACTION:** Area and district commanders; commanders, maintenance and logistics commands; commanding officers of Headquarters units; Commander, Coast Guard Activities Europe; Commander, Coast Guard Activities Far East; and, chiefs of offices and special staff divisions at Headquarters shall ensure compliance with this Instruction.
3. **DISCUSSION:**
 - a. As an organization, it is the Coast Guard's philosophy to value the training, education and development of its work force as an investment and not merely an expense of doing business. The Coast Guard's greatest resource for meeting the challenges of change is its work force, the men and women active duty military, civilians, reservists, and auxiliarists who respond daily in their operational and support roles to carry out assigned missions. With its limited resources and multiple missions, the Coast Guard must fully recognize the worth and importance of training, educating, and developing its work force. Ultimately, the Coast Guard's organizational

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success depends upon the dedication and abilities of its people. Enclosure (1) is an illustrated definition of training, education and development and how these individual elements work together as a system.

- b. The Coast Guard recognizes that each person contributes to the organization's success through dedicated job performance. The Coast Guard also wants its people to reach their full potential in Job performance. Yet, despite the excellence of its work force, some job performance problems will continue to occur. To identify the root causes of these problems and develop appropriate solutions, Job performance and Job requirements must be analyzed together using a systematic process. Enclosure (2) illustrates such a process.
- c. Job performance problems usually have several root causes from more than one influence. These influences include the following three primary groups as illustrated in enclosure (3): conditions/ergonomics, skills/knowledge, and incentives/motivation. Most performance problems can only be corrected through a combination of solutions which address all Job performance influences. Enclosure (4) illustrates typical solutions to performance problems.

4. PROCEDURES:

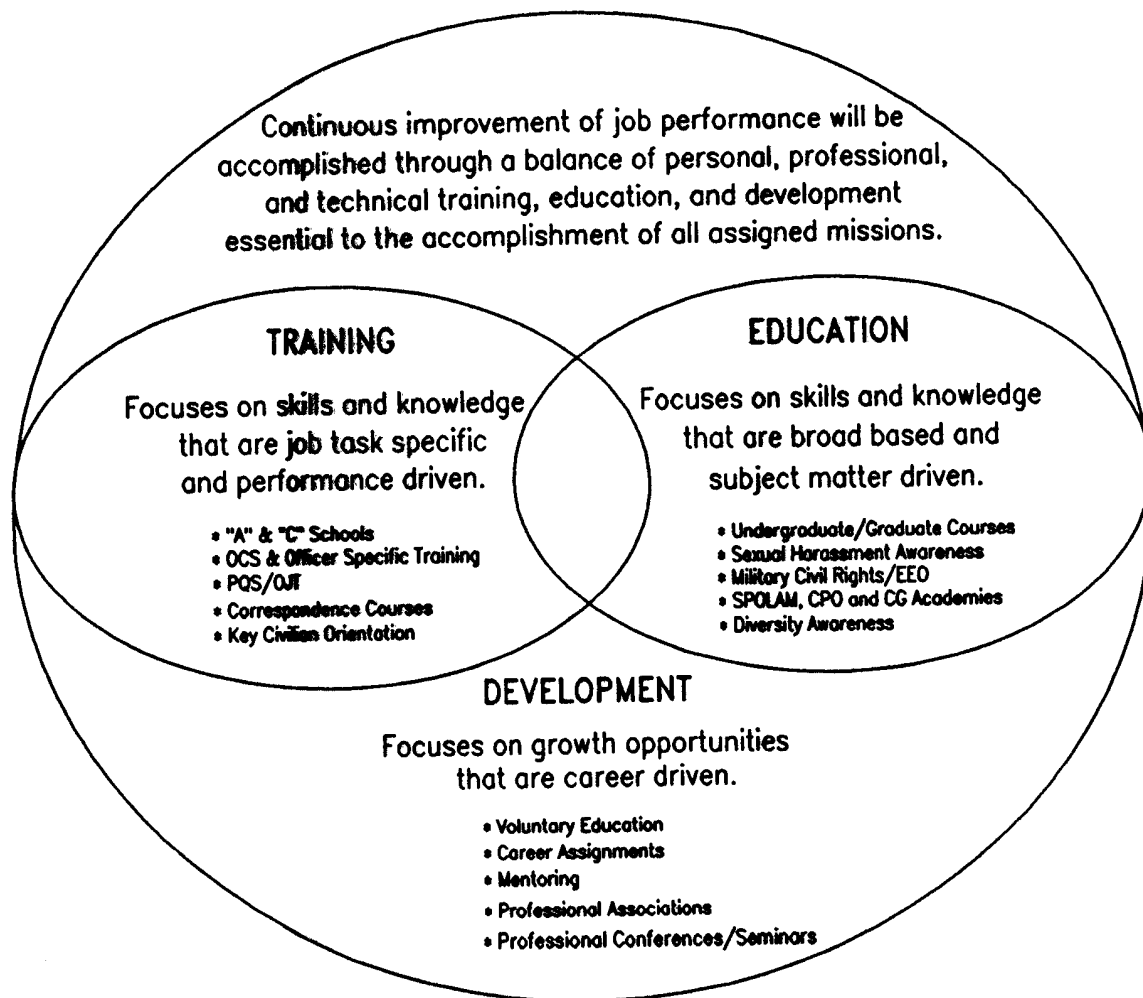
- a. To actualize the training, education, and development philosophy, the Coast Guard, as an organization, shall:
 - (1) Within budgetary constraints, provide its people with a balance of personal, professional, team, and technical training, education, and development opportunities that are essential to the accomplishment of all assigned missions.
 - (2) Focus on continuous improvement of Job performance. Use a systematic process to identify the root causes of Job performance problems, address all performance influences, and develop appropriate solutions.
 - (3) Use measures of effectiveness to assess all policies, standards, procedures, and resource utilization in order to maximize the value of its training, education, and development investment and to support the Coast Guard's commitment to excellence and continuous improvement.
- b. Under the general direction of the Chief, Office of Personnel and Training, the Chief, Training and Performance Improvement Division shall:

- (1) Design and manage a training, education, and development system to meet current and future servicewide performance needs.
- (2) Work closely with field commanders; Headquarters program, force, facility, and acquisition managers; Chief, Civilian Personnel Division; Chief, Reserve Training Division; and all training sources, to promote leadership and teamwork. Through leadership and teamwork, ensure all training, education, and development opportunities and solutions are responsive to service needs and are conducted in the most effective and efficient manner.

/s/ ROBERT E. Kramek

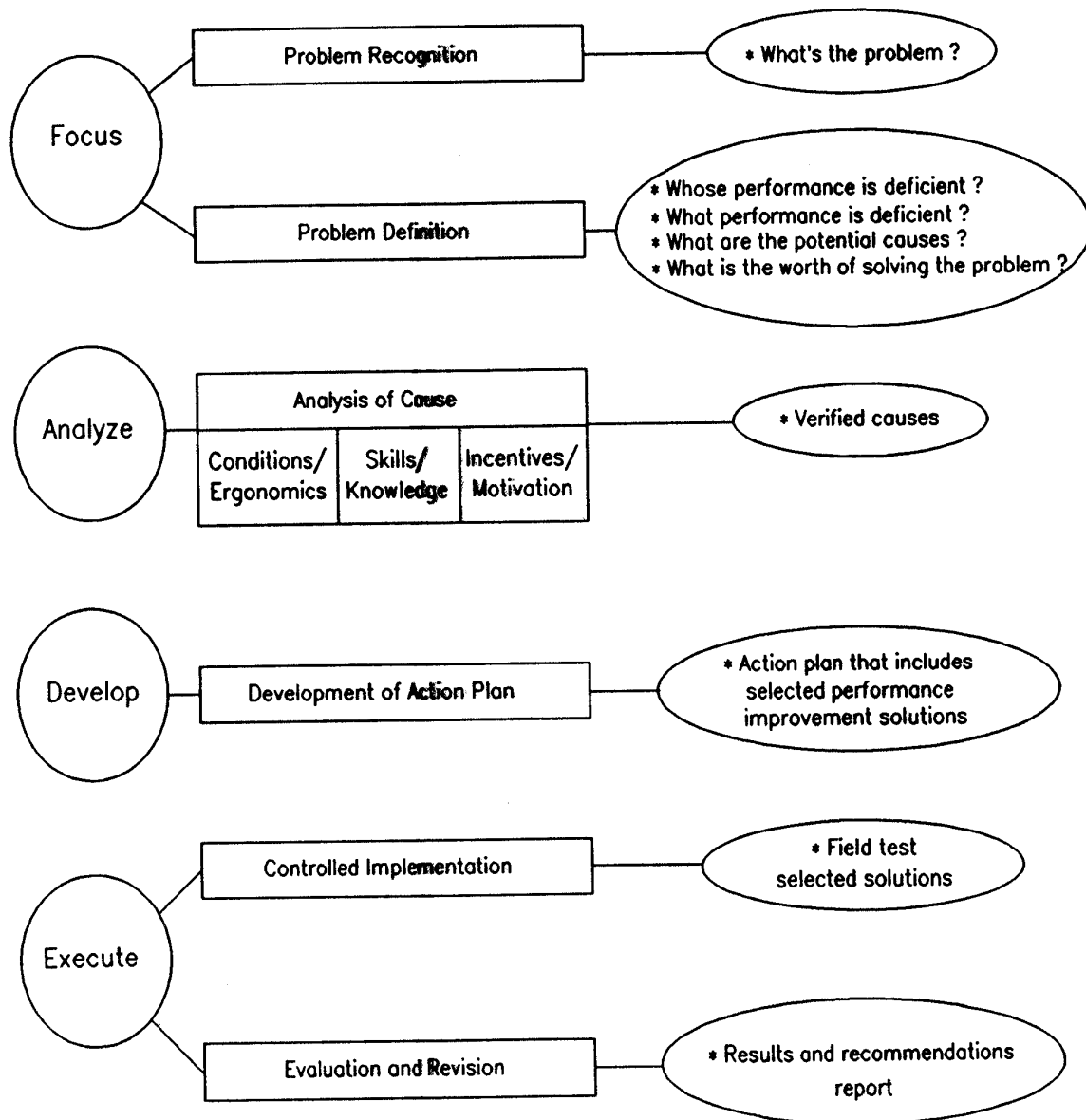
- Encl:
- (1) Definition of Training, Education, and Development
 - (2) Performance Problem Solving Model
 - (3) Job Performance Influences
 - (4) Typical Solutions to Performance Problems

DEFINITION OF TRAINING, EDUCATION, AND DEVELOPMENT

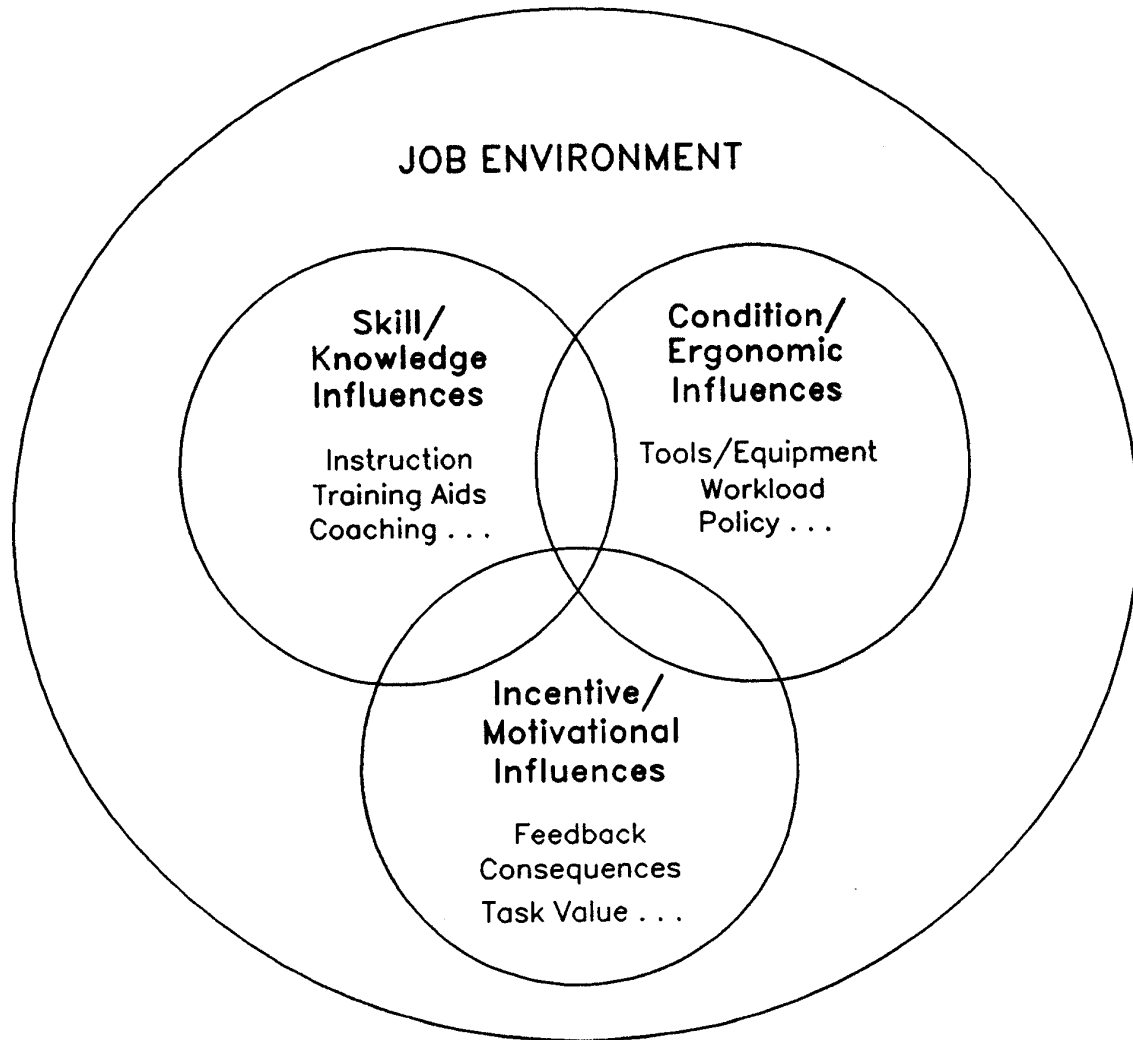


The examples shown above are common but, not, all-inclusive.

PERFORMANCE PROBLEM SOLVING MODEL



JOB PERFORMANCE INFLUENCES



The examples shown above are common but not all-inclusive. Job performance problems usually have several root causes from more than one influence.

TYPICAL SOLUTIONS TO PERFORMANCE PROBLEMS

CONDITIONS/ERGONOMICS	INCENTIVES/MOTIVATION	SKILLS/KNOWLEDGE
<ul style="list-style-type: none">● Job Aids● Access to Job Aids● Tools/Equipment● Adequate Conditions● Adequate Time● Achievable Criteria● Manageable Load● Job Assistance● Policy● "Good" Supervision● Diversity	<ul style="list-style-type: none">● Feedback● Adequate Compensation● Job Satisfaction● Positive Consequences● Worthy Tasks● Clear Priorities● Confidence● Strong Leadership	<ul style="list-style-type: none">● Relevant Training Content● Timely Training● Training Aids● Relevant Practice● Sufficient Practice● Adequate Simulation● Appropriate Strategies● Coaching● On-the-Job Training

The examples shown above are common but not all-inclusive. Most performance problems can only be corrected through a combination of solutions which addresses all performance influences.

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